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ABSTRACT

This report details the recommendations of a Wisconsin education task force charged to develop strategies for the enhancement of students' knowledge, skills, and attitudes necessary to sustain lifelong participation in the democratic process. The report states that the Civics Action Task Force strongly recommends that action be taken by the Wisconsin State Superintendent of Public Instruction to implement the ideas presented in the four parts: (1) "Learning About and Practicing Democracy"; (2) "Schools and Communities as Laboratories for Democracy"; (3) "Resources"; and (4) "Professional Development." It states that the task force recognizes that citizenship education crosses the entire prekindergarten through 12th grade curriculum, and that social studies programs must reclaim Democratic Citizenship Education (DCE) as their central focus. A course in local and state government including DCE should be mandatory in high school. Democratic citizenship is taught most effectively in an environment in which the principles of democracy are practiced by all. While ensuring that the environments are democratic, students must understand the problems and limitations of democracy. The task force suggests that more and higher quality resources are needed to promote civics action. Professional development for teachers in a DCE initiative is vital in helping Wisconsin students become lifelong participants in this nation's democracy and the development and implementation of a state-of-the-art professional development program for democratic citizenship education is vital. Contains appendixes on service learning, process, social studies guidelines and principles for student government, and political science and citizenship standards. (BT)

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Wisconsin Civics Action Task Force

Recommendations for Democratic Citizenship Education

Final Report to State Superintendent John T. Benson

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SO 031 620

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Education is our in our investment in the future.

January 25, 2000

On behalf of the Civics Action Task Force, it is my honor to present our final report. I believe our task force modeled the important democratic attributes of debate, contemplation, and resolution. We had many spirited discussions which resulted in compromise, recommendations and solutions.

There was no compromise, however, when it came to the compelling agreement to document our conviction that our students are entitled to and must have an effective and meaningful education for democratic citizenship in order to insure continuation of our democratic way of life. I hope we have captured our sense of urgency that we must do more to prepare our young people so they can carry the mantle of those who have provided us with our great system of democracy.

I extend my appreciation to:

- State Superintendent John Benson for forming this important task force.
- Karen Prickette, DPI Social Studies consultant, was an invaluable resource to our committee and believed we could accomplish our mission.
- Each and every task force member contributed greatly to our final product.
- Finally, I thank Janesville Parker High School teacher John Eyster for providing energy, urgency, and closure to this effort.

There is a strong sentiment on the part of many task force members that we must soon begin the work of implementation of recommendations.

Very truly yours,

T. Evert

Thomas Evert
District Administrator

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Recommendations of the Wisconsin Civics Action Task Force

Table of Contents

Letter from Chair ii

Task Force Members iii

Charge from State Superintendent 1

Introduction 3

Definition of Effective Democratic Citizenship 6

Executive Summary 7

Learning About and Practicing Democracy 8

Schools and Communities as Laboratories for Democracy 13

Resources 15

Professional Development 16

Bibliography 19

Appendix A: Definition of Service Learning 20

Appendix B: National Council for the Social Studies Guidelines and Principles for Student Government 21

Appendix C: Process 23

Appendix D: Political Science and Citizenship Standards from the *Wisconsin Model Academic Standards for Social Studies* 24

Charge to the Civics Action Task Force

State Superintendent John T. Benson presented the following charge to the task force to direct its work. At the July meeting, the task force further defined its work to be concerned specifically with "democratic" citizenship education and added an additional charge regarding the identification of environments that model the principles of democracy on a daily basis.

Charge

To develop strategies for the enhancement and application of students' knowledge, skills and attitudes necessary to sustain lifelong participation in the democratic process

Specifically, the task force will:

- Make recommendations concerning the role of the DPI in the promotion of civics and democratic citizenship education
- Publish recommendations that schools can use to enhance instruction in civics and democratic citizenship education
- Identify the role of service learning and the Wisconsin Citizenship Initiative in civics and democratic citizenship education
- Identify resources and promote instructional practices which facilitate classroom delivery of civics and citizenship education, and
- Develop or identify environments that model the principles of democracy on a daily basis.

Rationale

Good citizenship is dependent upon sound democratic citizenship education including:

- Knowledge of government and political processes
- Intellectual and participatory skills necessary to be active and thoughtful citizens
- Attitudes and perceptions concerning the democratic process
- Cultivating good citizenship habits

Content

The primary focus will be governmental institutions and processes at the local, state, tribal, national and international levels. The Wisconsin Model Academic Social Studies Standards and legal requirements for PK-12 social studies will be implemented.

Target Audience

Educators, government officials, students, parents and other community members

Task Force Composition

The task force is to represent the diversity of the state including public school teachers, high school students, educators from institutions of higher education, legislators, elected officials, administrators, community agency representatives, a social worker, a journalist, DPI staff and leaders from the Wisconsin Association of School Boards, Wisconsin League of Municipalities, Wisconsin Taxpayers Alliance, Wisconsin Education Association Council, Wisconsin Council for the Social Studies.

Civics Action Task Force Report

I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not take power from them, but to inform their discretion through instruction.

Thomas Jefferson, 1820

Introduction

The people of the United States are disconnecting from their democracy. As the new millennium confronts profound challenges of equality, equity, global restructuring, opportunity and technology, too many people are wandering away from involvement in their civic affairs. The nation ends the 20th century led by many leaders elected by mere minorities of voters, and voter turnouts have fallen as low as 15 percent in some elections. Many people spend more time complaining about public processes than participating in them. They still care about their families, their schools, their neighborhoods, but the commitment seems to wane with distance: City, county, state and national affairs too often are being left to the few, many of them advocates only for narrow interests.

Some analysts blame a pall of apathy; some say people do not know how to participate effectively; others cite a general alienation from public processes sometimes tainted by corruption and special interests. The effect is the same: Far too few Americans understand and accept their personal responsibility for the democracy that, by definition, cannot function without them. Will the 21st century be an era of individual isolationism and self-indulgence or of rededication to history's most successful experiment in self-government?

The answer begins with what we, as a nation, are teaching our young. Too many young people are not acquiring the knowledge, skills and dispositions they need to become fully participating citizens. According to the *Civics Report Card for the Nation*, released in November 1999 by the National Assessment of Educational Progress, one-third of the students assessed did not have even basic knowledge and skills of citizenship; in other words they were illiterate in civics. Only 25 percent of the students were prepared to participate effectively in public affairs.

This inadequacy is reflected as students enter higher education. A University of California at Los Angeles survey of more than 252,000 college freshmen nationwide reported the lowest levels of political interest in the 32-year history of the survey. Only 27 percent of the students believed that keeping up to date with political affairs is an important goal in life and only 17 percent were interested in influencing the political structure. "These trends are part of a larger pattern of disengagement of the American people from political and civic life in general," said Alexander Astin, who led the study. Stephen Janger of the Close Up Foundation, a civic education organization, concluded: "Apparently, America's young people don't want to be involved in our most important national treasure."

Such findings present a profound challenge for public schools, which were created originally for the purpose primarily of preparing students to fulfill their civic responsibilities. In his 1996 book, *Is There a Public for Public Schools*?, Kettering Foundation President David Mathews said that public schools historically have had these mandates: "(1) Create and perpetuate a nation dedicated to particular principles, such as individual freedom and justice. (2) Develop a citizenry capable of self-government. (3) Ensure social order. (4) Equalize opportunity for all, so that the new nation would not perpetuate Europe's class divisions. (5) Provide information and develop the skills essential to both individual economic enterprise and general prosperity."

According to an analysis of 25 years of research by Richard G. Niemi and Jane Junn, 1998:

> The results indicate that each of the three curriculum factors is significantly and positively related to overall political knowledge. School and curriculum--in the form of amount and recency of civics course work, the variety of substantive topics studied in American government and civics courses, and the extent to which teachers incorporate discussions of current events into the curriculum--matter. These findings persist even after accounting for the positive and powerful influence of individual achievement measures, such as whether a student plans on attending a four-year college after graduation and how much interest the student has in American government, as well as for the home environment and the respondent's gender and racial or ethnic background.

To assess the state of democratic citizenship education in Wisconsin, State Superintendent of Public Instruction John T. Benson appointed the Civics Action Task Force in May 1999. His Citizenship Initiative, begun in 1996, encouraged families, schools and communities to foster seven characteristics of schools necessary to develop caring, productive, responsible and contributing citizens. Those characteristics are: core values, safe and orderly places, family and community involvement, addressing societal issues, positive relationships, engaging students' minds and having high expectations. The work of the Civics Action Task Force has focused more specifically on developing strategies for the enhancement and application of students' knowledge, skills and attitudes necessary to sustain lifelong participation in the democratic process.

State policy requires the teaching of social studies in grades K-8 including the study of the history, culture and tribal sovereignty of Wisconsin Indian tribes and bands, (Act 31). In addition to Act 31, high schools are required to teach school local and state government as part of the three credits required for graduation. However, a major early finding of the Civics Action Task Force was that school districts, schools and even individual teachers vary greatly in the degree and ways the local and state government requirement is implemented in practice. Sometimes democratic citizenship education is integrated effectively into a broader curriculum; sometimes, it is integrated into obscurity, or even into oblivion. A second major conclusion was that, while secondary democratic citizenship education curriculum traditionally emphasizes content knowledge about national government, frequently less attention is given to civic knowledge and involvement at the local and state levels.

In this report, the Civics Action Task Force proposes an essential revitalization and reconceptualization of democratic citizenship education in Wisconsin. Recommendations encompass a

required base of knowledge, skills and attitudes and the creation of democratic environments within schools as appropriate, making educational resources readily available, and a strong professional development program to help teachers carry out this important work.

The Civics Action Task Force submits this report to State Superintendent John T. Benson with the fervent hope that these recommendations will be honored and will begin the renewal of the lifeblood of our democracy.

The tradition of self-government is not a foreign idea but one of the native concepts that guided the founding of the United States. As from time immemorial, tribes will continue to be permanent ongoing political institutions exercising the basic powers of government necessary to fulfill the needs of tribal members.

Felix Cohen, known as "the father of modern Indian law," in *The Legal Conscience*, 1960

Definition of Effective Democratic Citizenship

Citizens who are effective in a democracy work individually and collaboratively to determine the public good and work toward its achievement. Informed by substantive knowledge and guided by a commitment to democratic values as expressed in the Declaration of Independence and the United States Constitution, such citizens engage effectively in activities to improve the quality of democratic life in the United States and in our relationships with other nations. These activities may be accomplished at many levels (local, state, tribal, national and international) and in many different venues. While there are some activities in which all eligible citizens should engage (such as informed voting), democratic activity should be defined in varied and broad ways. Such activities may include deliberating with others about matters of public concern, attending public meetings to express an opinion, writing a letter to an editor or an elected official to glean information, signing a petition, or working with others to inform public policy.

> *Strong democracy is not simply a system whereby people elect those who govern them, but a system in which every member of the community participates in self-governance. It entails not merely voting and overseeing representatives but ongoing engagement in the affairs of the civic community.*
>
> Benjamin Barber
> in *Social Education*, October 1989

Very early in the discussions of the task force, members realized that people held different meanings for what constituted effective citizenship in the United States. This "Definition of Effective Democratic Citizenship" was deliberated upon, refined and used by the task force to form their recommendations.

Executive Summary

Democratic Citizenship Education Recommendations

October 18, 1999

The Civics Action Task Force recommends strongly that action be taken by the State Superintendent of Public Instruction to implement the following ideas.

Part One: Learning About and Practicing Democracy

The task force recognizes that citizenship education crosses the entire PK-12 curriculum, but also finds that social studies programs must reclaim Democratic Citizenship Education (DCE) as their central focus. The task force recommends that a course in local and state government including DCE be mandatory in high school, preferably during the 11th or 12th grade.

Part Two: Schools and Communities as Laboratories for Democracy

Democratic citizenship is taught most effectively in an environment in which the principles of democracy are practiced by all. While ensuring that the environments are democratic, we also need to help students understand the problems and limitations of democracy.

Part Three: Resources

The task force is aware that many excellent resources exist to help students learn the knowledge and skills of civics, but that more and higher quality resources are needed to promote civics action.

Part Four: Professional Development

Professional development for teachers in a DCE Initiative is vital in helping Wisconsin students to be lifelong participants in this nation's democracy. The Civics Action Task Force strongly recommends the development and implementation of a state-of-the-art professional development program for democratic citizenship education. This should begin with a conference of national experts on DCE professional development to: Identify best practices for professional development in DCE by analyzing various models/approaches with a specific focus on their theoretical base and the empirical evidence about their utility.

1. Develop a comprehensive model for PK-12 professional development in DCE that can be used to attract funding and support for an ongoing program.

2. Detailed recommendations in the above categories are explained in subsequent pages.

A fundamental premise of a democratic society is that citizens will participate in the governing of the nation and that the nation-state will reflect the hopes, dreams, and possibilities of its people. People are not born democrats. Consequently, an important goal of the schools in a democratic society is to help students acquire the knowledge, values, and skills needed to participate effectively in public communities.

James Banks, 1997

Part One: Learning About and Practicing Democracy

Learning about and practicing democracy starts in the home, is reinforced in the classroom and is practiced in the community. Standards assessment, curriculum and instruction are parts of educational programs that are integral and inseparable. The knowledge, skills and attitudes of students result in part from the ways that these three areas are structured. Standards-related assessment, curriculum and instruction form the basis for the following recommendations.

The task force recognizes that democratic citizenship education takes place across the K-12 curriculum. Social studies must reclaim democratic citizenship education as its central focus as it balances the disciplines of history, political science, geography, economics and the behavioral sciences in the curriculum. The Political Science and Citizenship performance standards in the Wisconsin Model Academic Standards are keys to this focus. (A copy of the standards is included in Appendix D.)

Developing substantive knowledge, skills and dispositions requires certain instructional strategies. Research suggests that learning must be structured to allow students to be engaged more actively in making sense of new knowledge. Problem-based learning approaches, media literacy activities, interdisciplinary activities, simulations and service-learning are examples of this approach. More emphasis on connecting knowledge and skills to local issues and to present and future issues is necessary. To apply and experience what they are studying, students must have opportunities to take informed, socially responsible actions in the world beyond school. Structured classroom civic discussions and reflection are critical to develop understandings about students' experiences. Classroom assessment practices that measure what students are learning and inform further instruction are very important in democratic citizenship education.

The only title in our democracy superior to that of President {is} the title of citizen.

Louis Brandeis, 1937

Recommendations for School Districts

Use a process approach

A process approach builds the following strands throughout the PK-12 curriculum:

- Understanding the philosophical foundations of democracy
- Developing substantive knowledge of how democracy works
- Knowing how to act in a democratic fashion
- Participating effectively in public affairs

Elementary schools focus on the study of character traits necessary for good citizens: respect, civility, courage, temperance, moral integrity, self-discipline, tolerance and empathy. They also build the knowledge, skills and dispositions to be developed in subsequent grade levels. Without this foundation, middle school students will have difficulty acquiring the knowledge, skills and dispositions necessary at the high school level to participate effectively in a democratic society for the rest of their lives.

Develop a local focus:

- Renew efforts to build on students' own experiences.
- Emphasize issues that have connections and implications for students, their families and their communities, whether they are related to local, county, state, tribal or national government or international affairs.

To understand the importance of civic responsibility, citizens should be a part of and seek to understand the government, politics and problems of the local community. This sense of membership predisposes people to care about what happens and have a concern for the welfare of the people around them. The knowledge and skills needed to act on local issues and solve local problems is a prerequisite to understanding and acting on issues and problems at state, tribal, national and international levels. Local issues should be seen in international contexts; international issues often have local implications.

Students at all levels can become involved with local issues and problems in many ways; the degree of knowledge and skill to participate increases as students progress in school. Examples of ways to demonstrate participation include:

- Taking part in the politics and governance of their classrooms and schools,
- Tracking issues in the media, reporting and reflecting on their experiences,
- Observing governmental agencies at work,
- Presenting positions to student councils, school administrators and school boards,
- Meeting with government officials to advocate for a position,
- Performing civic service in their communities and participating in service-learning and
- Taking leadership roles in co-curricular organizations and activities.

Teach media literacy

- Develop students who are critical consumers of information about public policy issues, civic affairs and government by helping them to access, analyze and evaluate the content produced by a variety of local, state and national media.

In our democracy, citizens are called upon to make informed and reasoned decisions. Amid the cacophony of commercial and other information in daily life, people develop their own media habits, including television, radio, books and local, state and national newspapers and magazines. And for many the internet has opened the window to more sources of information and an increased need for all people to demonstrate information and technology literacy.

Throughout history people have had to consider the source as one way to evaluate the information. As the variety of media has increased, so have the skills needed to access, analyze and evaluate the information supplied. Informed citizens must be able to identify accuracy, perceive bias and recognize how individuals are influenced. Citizens with media-literacy skills can become better informed and can participate in the public sphere, not just with information but with wisdom.

Promote public civic discussions

- Incorporate regular discussions of public affairs at all grade levels as appropriate and in all disciplines and student organizations in order to teach the skills for discussing controversial issues.

It is not enough to develop mature voters who watch television news and vote in major elections; for that, textbook knowledge about the structure of government might seem to suffice. To sustain active civic participation requires more. The ability to participate continually in defining the "public good," to consider alternatives, to develop flexibility and to have empathy require conversation, deliberation and communication among citizens.

Communication is not just developing articulate persuasive techniques to further one's own agenda. Communication must emphasize listening, not only to reinforce one's own perspective but also to understand others' points of view. Communication of this form can move beyond "what I want" to forming an answer to "what will best benefit the whole community."

Expand Service-Learning

- Develop service-learning as one valuable method to educate for democratic citizenship.

Service-learning is an educational method by which students improve academic learning and develop personal and social skills through structured service projects that meet community needs. Service-learning can be structured to focus on many different goals of the curriculum and can support democratic citizenship education at any grade level if so designed. For example, an elementary class might compile an inventory of resources and needs in the neighborhood around its school, develop and submit recommendations for change to the city council or village board and choose one neighborhood improvement project on which to focus. Older students could choose and research a state, national or international problem or issue, interview and work with local activists on a service project related to the issue, and report to their class or the rest of the school on what they learned and on how other students can help. Reflecting and debriefing of learning and experiences are essential components of service-learning.

Service-learning can provide young citizens with opportunities to identify community assets and investigate significant problems or issues of concern to the community, negotiate competing interests and forge coalitions among diverse groups, and develop strategies and take action in order to build upon local assets and solve community problems. Service-learning provides students with opportunities to learn and practice democratic skills while developing an ethic of social responsibility. Service-learning, in other words, can provide an ethical and moral component through which civic education serves as practical training for democratic citizenship.

Recommendations for the Wisconsin Department of Public Instruction

- Pursue aggressively a modification of PI 18.03 to add the underlined words in the administrative rule:

  PI 18.03 High school graduation standards. (1) Course Requirements. Beginning September 1, 1988, a board may not grant a high school diploma to any pupil unless the pupil has:

  (a) 2. Three credits of social studies which incorporate instruction in state and local government.

  (a) 2. Three credits of social studies, which includes a minimum of a one-semester course of instruction in state and local government including democratic citizenship education. It is further recommended to be taught during 11th or 12th grade.

- Suggest ways service-learning and democratic citizenship education can be integrated and applied across the curriculum at all grade levels
- Create and disseminate model curricula, integrated and applied projects, interdisciplinary studies and authentic assessments.
- Develop a handbook of suggestions for teaching about special-observance days as they relate to concepts of democratic citizenship education with ideas for integration in other subject areas.
- Monitor democratic citizenship education concepts tested by the Wisconsin Student Assessment System to help school districts identify strengths and weaknesses in their democratic citizenship education programs.
- Suggest ways to assist school districts in developing citizenship traits necessary for the foundation for democratic citizenship education.

Where every man[sic] is...participator in the government of affairs, not merely at an election one day in the year but every day...he[sic] will let the heart be torn out of his[sic] body sooner than his power be wrested from him[sic] by a Caesar or a Bonaparte.

Thomas Jefferson, 1816

Part Two: Schools and Communities as Laboratories for Democracy

Democratic citizenship education is best taught in an environment in which the principles of democracy are practiced by all. While local control rests with school boards and administration, the DPI needs to provide models to assess the decision-making structure within their buildings. Schools should reflect democratic ideals whenever appropriate.

While ensuring that the environments in which students learn and work together are democratic, it is also important to help students understand the problems and limitations of democracy, as well as its strengths.

Recommendations for School Districts

- Encourage teachers to structure learning to include student involvement in the school and community.
- Encourage teachers to use democratic classroom decision-making processes.
- Encourage and support democratic values in the publishing of school newspapers and other publications.
- Encourage student representation on school boards and other public bodies
- Bring governmental meetings into the school for student observation and participation
- Encourage students to attend governmental meetings at the local, county, state and tribal level.
- Encourage administrators, faculty, staff, students and parents to provide opportunities to assess whether policies are being applied in a democratic fashion within their school
- Encourage student involvement in policy decisions when appropriate
- Encourage service-learning related specifically to democratic citizenship education
- Encourage the use of the school community as a laboratory to develop citizenship skills and emphasize the connection between these efforts and becoming active democratic citizens through involvement in classroom rules, school rules, school/community councils, conflict resolution strategies, classroom roles/jobs and co-curricular organizations.

Recommendations for the Wisconsin Department of Public Instruction

- Identify and disseminate models that promote democratic citizenship education
- Develop and disseminate models of democratic student government
- Make available the research about the benefits of co-curricular and extracurricular activities

Part Three: Resources

Locating appropriate resources has always been a challenge for educators. The task force is aware that many excellent resources exist to help students learn the knowledge and skills of civics, but additional resources are needed to promote civics action at the state and local level.

Recommendations for School Districts

- Update the materials available in their professional libraries and student media centers.
- Develop links to local government, civic and public policy organization.
- Develop a speaker's list and identify community resources to promote democratic citizenship education.
- Identify funding possibilities to promote democratic citizenship education.
- Identify potential partners including parents, business and community organizations to help promote civic values through discussions of community issues and modeling of attitudes and behaviors of good citizenship

Recommendations for the Wisconsin Department of Public Instruction

- Develop criteria for exemplary resource materials linked to the Wisconsin Model Academic Social Studies Standards
- Establish a webpage of websites related to democratic citizenship education, including sites of schools engaged in civics projects
- Publish "starter activities" to help teachers become involved in education for democratic citizenship
- Develop a webpage, with the assistance of experienced teachers, to provide access to assessment models, local case studies, materials, curricula and other resources

- Many excellent resources were mentioned during the working sessions of the task force. A list will be available in the future.

> [Democracy] *means people have the right to make decisions. If there is a group of people sitting around a country store and there's a problem they're talking about, there are two ways to do it. They can go out to some official to tell them what to do, or they can talk it out and discuss it themselves. Democracy is if they did it themselves.*
>
> Jane Addams quoted in *The Long Haul*, 1990

Part Four: Professional Development

Professional development for teachers of democratic citizenship education is vital to helping Wisconsin students become lifelong participants in this nation's democracy. The Civics Action Task Force recommends the development and implementation of a state-of-the-art professional development program for education for democratic citizenship education (DCE)).

Recommendations for School Districts

The task force recommends that local school districts be encouraged to provide time for workshops, staff development and curriculum planning for all PK-12 educators in order for democratic citizenship education to be recognized and understood as a primary purpose of public education.

Ideas include:

- Provide opportunities for teachers to study and reflect on the foundations of political science and citizenship standards and other relevant standards in order to raise student achievement related to these standards and other relevant standards.
- Develop PK-12 curriculum that identifies democratic citizenship education at all levels.
- Develop methods of authentic assessment for evaluating the achievement of democratic citizenship education programs.
- Promote service-learning through collaboration.
- Provide opportunities and resources for teachers to develop the professional skills related to facilitation, collaboration, action research, service learning, peer sharing, study groups, mentoring, curriculum development and interdisciplinary activities.

Recommendations for the Wisconsin Department of Public Instruction

- Seek a planning grant to bring together experienced DCE professional development resource people from Wisconsin and other states to participate in four tasks:
  —Identify "best practices" for professional development in DCE by analyzing various models/approaches with a specific focus on their theoretical base and the empirical evidence about their utility.
  —Compare different staff development models and create an effective implementation structure for democratic citizenship education.
  —Develop a comprehensive model for K-12 professional development in DCE that can be used to secure funding and support.
  —Develop partnerships between Wisconsin colleges and universities, the DPI and local school districts to analyze the extent and effectiveness of education for democratic citizenship.
- Survey types of staff development programs that would assist teachers in teaching democratic citizenship education effectively.
- Develop models for authentic assessment to help teachers and school districts evaluate the achievement of democratic citizenship education goals.
- Continue to expand the dialogue among the department, PK-12 teachers, technical colleges and university educators about specific strategies to promote democratic citizenship education in various settings.
- Encourage preservice teacher educators to provide strategies and opportunities to help future teachers involve students and communities in citizenship education.
- Ask the legislature to proclaim September as "Citizenship Month" since Constitution Week and Citizenship Day are already in September.
- Develop a special state superintendent's conference on democratic citizenship education.
- Develop statewide workshops including training in the creation of democratic environments in classrooms and schools.
- Develop a summer civics institute to help teachers learn about democratic citizenship education.
- Organize a statewide speaker's bureau knowledgeable about trends, issues and resources in democratic citizenship education.

In the old days before the white people came, people would talk until the issue was resolved. And if a decision wasn't ready to be made, that was okay. We're trying, in a modern sense, to continue the tradition of some Southwestern tribes that says, "Let's sit under a tree and talk. Let's share our food together. Let's reach a level of comfort so that we can, in a safe way, lay out our differences and begin to narrow those differences where possible, and define more precisely where our differences lie so that we can do more thinking and more information gathering around those differences. So the next time we talk, we can move the process further along."

David Lester, Executive Director of the Council of Energy Resource Tribes, National Conference of State Legislatures, 1995

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Appendix A

Definition of Service-Learning

Service-learning combines service to the community with student learning in a way that improves both the student and the community according to the National and Community Service Trust Act of 1993.

Service-Learning

- Is a method whereby students learn and develop through active participation in service-learning that is thoughtfully organized and is conducted in and meets the needs of communities;
- Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled; and
- Provides structured time for students or participants to reflect on the service experience.

Wisconsin Service-Learning Four-Point Test – Created by Stanley J. Potts

When designing service learning activities it will be useful to consider these and related questions.

1. Youth involvement: do students identify community needs and the issue to be addressed? Is the service project student-planned and student-led?
2. Community need: Does the service meet a real community need? How is the need identified? Who benefits from the service project? Will the community be a better place because of the project? Are local agencies, organizations or community groups partners in the project?
3. Curricular connection: is the service activity connected to classroom learning? How are learning outcomes determined and measured?
4. Reflection and evaluation: Is there an opportunity for students to talk or write about the project before, during and after it happens? Are students involved in evaluating the project's success? How will the knowledge gained from this project be used in future planning?

Appendix B

National Council for the Social Studies
Guidelines and Principles for Student Government

The following is an official NCSS position statement prepared by the Select Citizenship Subcommittee of the NCSS Curriculum Committee and approved by the NCSS Board of Directors.

Purpose and Rationale

Schools are communities with characteristics similar to the broader communities in which most of us live. Political, social and economic decisions are constantly being made regarding schools that have a direct impact on the members of that community-students, faculty, administration and staff. As one of the most important purposes of education is to prepare young people to become active and informed citizens of the communities in which they live, it is essential that students be given meaningful opportunities to participate in the governance of the school community. National Council for the Social Studies believes that such opportunities can best be created by the establishment of an effective student government in every school. Effective student governments serve a number of important purposes in our schools. They are laboratories in which students can learn and practice essential citizenship skills, respect for human dignity and the value of the democratic process. They provide students with effective forums for advocating new ideas and initiating school improvements. Effective student governments also provide a platform for the orderly expression of conflicting viewpoints and procedures for resolving conflicts when students disagree with policies and decisions that affect their lives. The following principles and guidelines are put forward to assist schools in the creation of effective and meaningful systems of student government.

Guidelines and Principles

1. All students should be participants in the governance of their school community.
2. Every student government should be based on a written constitution that includes an orderly appeal process for resolving conflicts between students and the school administration, faculty, or staff.
3. Every student government should have a written code of ethics, which includes a process for removing students who violate that code.
4. Students participating in student government should be representative of the student body.
5. Students participating in student government should be advocates for the ideals and interests of students first and foremost.
6. Students participating in student government should work for the common good of the school community.

7. Students participating in student government should serve as members of substantive decision-making bodies at the school and at other levels of the school community where students' interests are at stake.
8. Students participating in student government should be taught how to access and utilize the channels of power to affect decision-making within their school community.
9. Students participating in student government should be taught how to obtain and use the information they need to become informed and effective advocates of student ideals and interests.
10. Students participating in student government should understand and be encouraged to exercise their legal rights and responsibilities as both students and citizens.
11. Students participating in student government should have a working knowledge of the constantly-evolving constitutional principles that apply to students and school communities.
12. Students participating in student government should develop and practice the values, attitudes and habits of mind and heart that are essential to the democratic process.
13. Students participating in student government should be encouraged to practice and develop their skills as decision makers and community organizers.
14. Students participating in student government should learn how to communicate the problems, concerns, goals and successes of their governing body to others.
15. Students participating in student government should have regularly scheduled opportunities to communicate with and seek input from their fellow classmates.
16. Students participating in student government should be taught the principles of substantive and procedural due process and be expected to use these principles and procedures appropriately.
17. Students participating in student government should learn to distinguish appropriately between their twin roles as trusted leader and trusted servant of the student body.
18. Faculty advisors working with student government should be qualified to teach students the skills, values, attitudes and habits of mind and heart that will enable them to grow and develop as both trusted leaders and trusted servants.
19. School administrators should work with and support student government, but not serve as faculty advisors.
20. Meetings and workshops with student governments from neighboring schools should be scheduled regularly to provide students with opportunities to share ideas, concerns and experience.

Appendix C

Process

The Wisconsin Civics Action Task Force met in Madison five times: May 26, July 16, August 13, September 20 and October 18. State Superintendent John T. Benson attended the May 26 and October 18 meetings. Senator Richard Grobschmidt hosted the July meeting at the State Capitol. Discussions were open exchanges, allowing many ideas to come forth in a short time. Most decisions were by consensus, though votes were taken when necessary.

The task force prepared its recommendations through a series of structured discussions, in small groups and as a whole, building on these questions:

1. What personal reasons prompted you to participate in and serve on this task force?
2. Remembering your youth, what experiences and activities might have led to your involvement in civics action?
3. What constitutes effective citizenship in the United States?
4. What can schools do to promote education for democratic citizenship?
5. What can the Wisconsin Department of Public Instruction do to promote education for democratic citizenship?
6. What is the role of service learning in education for democratic citizenship?
7. What professional development models might best promote education for democratic citizenship?
8. What opportunities exist at the elementary, middle and high school level to promote education for democratic citizenship?

As would be expected in a pluralistic society, many points of view were articulated and discussed.

Appendix D

Political Science and Citizenship: Power, Authority, Governance, and Responsibility

Content Standard
Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale:

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

Additional information for developing a curriculum is available in:

A Guide to Curriculum Planning in Social Studies, Wisconsin Department of Public Instruction (1-800-243-8782)

Curriculum Standards for Social Studies. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

National Standards for Civics and Government. The Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467 (1-800-350-4223)

Performance Standards

Most of the thirty-one performance standards focus on important knowledge about power, authority, and governance. Nine standards focus specifically on how citizens participate in our democracy. They are identified here in bold print.

By the end of grade 4 students will:

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation

C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government

C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community

C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals

By the end of grade 8 students will:

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level

C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights

C.8.6 Explain the role of political parties and interest groups in American politics

C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate

C.8.8 Identify ways in which advocates participate in public policy debates

C.8.9 Describe the role of international organizations such as military alliances and trade associations

By the end of grade 12 students will:

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the United States Constitution, the Bill of Rights, and other United States Constitutional Amendments, have changed and evolved over time

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers

C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.10 Identify ways people may participate effectively in community affairs and the political process

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women